**K-5 Math Lesson Plan**

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| **Teacher: Dove, Gray, Karper, Shumpert** | | | **Grade: 1st grade** | | | **Date(s)**: Day 15 (Wed 9/19) |
| **Unit Title: Counting to 120** | | | | **Corresponding Unit Task: Post-Assessment** | | |
| * **Essential Question(s):** * How can I read numbers up to 120? * How can I write numbers up to 120? * How can I count to 120, starting at any number less than 120? * How can I show an amount of objects with a written number? * How can I bundle ten ones to make one ten? * How can I make a number greater than ten using tens and ones? * How can I understand that two-digit numbers are made of tens and ones? * How can I understand that the place of the digit determines its value? * How can I explain that a number such as 20 is made of two tens and zero ones? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * PowerPoint * Projector * Vocab cards * Subitizing cards * Direction sheet for 120’s chart/Apple tree * Post-Assessment sheets * Gaggle video | | **Student:**   * Copies of 120’s chart * Floor puzzle * Tens/ones match cards | | | counting on  tens  ones  bundle  one-digit number  two-digit number  left-overs  singles  group  digit  Subitizing | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:** [1.NBT.1](file:///C:\Users\carterc6\AppData\Roaming\Microsoft\Word\1.NBT.1.doc)  *Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.*  (Correlates to NCSCOS Math Objective 1.01c) | | | | | |
| **I Can Statement(s):**   * I can read numbers up to 120 * I can write numbers up to 120 * I count to 120, starting at any number less than 120 * I can show an amount of objects with a written number * I can bundle ten ones to make one ten? * I can make a number greater than ten using tens and ones? * I can understand that two-digit numbers are made of tens and ones? * I can understand that the place of the digit determines its value? * I can explain that a number such as 20 is made of two tens and zero ones? | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Gaggle video: “Counting in Tens” 10:59 mins. | | | | | |
| **Teacher Directed:**   * Review the 120 board on the projector/Remind students that in first grade they will learn all numbers on the chart and be able to count to 120. * Teacher will point to each number and students will count chorally to 120. Remind students of the patterns on the board we noticed from yesterday. * Next, teacher will point to any given number, have students name the number, and then count on from that number. Repeat with several different starting places. * Teacher will again show a number from 120’s chart – teacher will ask: How many bundles of ten are in that number? * Review subitizing cards | | | | | |
| 1. **Guided Practice:** “Color the 100’s board – apple tree”. Teacher will call out numbers for students to fill in with a given color. When completed, students will have made an apple tree. | | | | | |
| **Independent Practice: Center activities: (Rotate to 4 centers)**  1. Teacher: Post Assessment  2. Floor puzzle  3. tens/ones match game  4. Computer: [students](http://illuminations.nctm.org/ActivityDetail.aspx?ID=75) will choose game from 3 we have introduced. | | | | | |
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| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Counting bags for center activity will be color coded:  Green – numbers 1-20  Yellow – numbers 21-80  Blue numbers 81-120 | | | Use number line or 120’s chart when completing center activity  Provide 10 frame mats for counting out | | | Provide vertical number lines and 120’s chart for center activity.  Partner ESL students in centers with students working at/above grade level |
| **Assessment(s):** Post-Assessment | | | | | | |
| **Teacher Reflection:** (Next steps?)  What went well?  Who had trouble with numbers?  Who seems to have mastered numbers already? | | | | | | |